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Integration of Creative Art and Drama in Enhancing the Teaching and Learning in ECDE and Primary Schools in Kenya

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Abstract

The research investigates the role that creative art and drama play in teaching ECDE/ primary schools. The study sought to establish the extent to which non-prominence of creative art and drama in the teaching/ learning at these levels has affected its teaching /learning. The objective of the study is “the impact of non-prominence of the use of creative art and Drama in teaching in ECDE/ primary schools. The study utilized an analytical case study research design and adopted both quantitative and qualitative design. The data generation instruments included questionnaires, interviews and documentary review. Frequency Statistical tables were used to analyze data and came up with recommendations for overhauling the current status quo of ECDE/ primary school teaching/ learning in Kenya.

Keywords: Role; Creative Art; drama; teaching; Teaching/learning

1. Introduction

The years before a child reaches preschool are among the most critical in his or her life to influence learning, authors [1,13]; and this becomes a challenge and commitments to the parents, teachers, community and government, to ensure that these young children receive appropriate training in their early stages of life.

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Early childhood education programmes are highly recognized and promoted in developed societies to give children the opportunity to learn phenomenal amount of experiences at home and surrounding environments. Author [4] explained in this scenario that children grow and develop in orderly ways, learning to move about their world, communicate, and play. As their ability to manipulate their environment Increases, so does their level of independence.

Creative activities are a medium in which children express themselves. Children have innate talents to create and appreciate nature, which can be awakened through manipulation of materials to react to their physical and social environment. Creative expression is one way of giving them controlled and accepted way of expressing their feelings and emotions. The teachers' task is to create an enabling environment by providing the opportunity and materials to develop their innate ability to the fullest. Through creative activities children also develop their innate ability and coordination skills to the fullest. Understanding children's value in their creative expression and the importance of integrating creativity art and drama into subject areas will not only enable teachers to assist children in developing their imagination, creative and personality but also be able to perform better in their academics.

Creative art and drama is one of the many activities that surround a man's life. It is as old as man himself, Creative art and drama begins from one's child birth, through initiation into adulthood, at death and after death. The study therefore focused on the relevancy of the subject in the teaching of Early childhood and primary education.

Creative art and drama in the teaching of Early childhood Education in schools has far reaching affects on the learners and at all other levels of learning. It is a core component of speech that brings out communication to its full actualization of the observers, listeners perception of ideas and yet it has not yet been adequately integrated in the teaching in Early childhood education and primary education. The subject determines the future career prospects of all learners. A teacher, according to author [16,2], is the most important person in teaching who sees that educational programmes are successfully implemented by organizing and managing the learning experiences and environments. Author [16, 15] reported that the learners' mastery of content in class is influenced by the choice of the teaching methods used by the teacher. Because of poor methods of teaching, learners are left unsatisfied hence affecting the learners' academic performance. This was further strengthened by author [17] that poor methods employed by teachers discourage the learners thinking ability.

Author [14]) asserts that, the way the subject is presented lacks variations in teaching affects on learners' academic performance. The study therefore established the extent to which non emphasis of creative art and drama in the teaching in Early childhood education had effected its teaching and learning outcome.

2. Objectives of the study

1. Establish the state of Creative art and drama in teaching in ECDE schools.
2. The role of Creative art and drama in the teaching at ECDE and primary schools.

3. Constraints/ Limitations

One of the limitations of the study was that the researcher depended on respondents' perception on the impact of status of Creative art and drama in teaching in ECDE schools in at Nandi County. Most schools no longer put in practice the integration of creative art and drama into their teaching/learning lessons. Most institutions are known to be suspicious of strangers and investigations because they would not want to be known as not putting the practice as part of the lessons delivered in school. Not all head teachers, their staff, parents and education stakeholders were willing and co-operative to provide all the information required. Nevertheless, to counteract this, the researcher designed research tools that addressed the limitation and a letter of introduction was attached to the questionnaire and clear explanations on purpose of the study provided assurance of confidentiality of the information given by the respondents. The study was confined to public primary and secondary schools in North Rift Region. The study was conducted among sampled teachers, pupils and education officials in the North rift Region.

4. Methodology and Research design

The study employed the descriptive survey research design consisting of fact gathering. Kothari in 2004 and Ngechu in 2003 explain that descriptive statistics include measures of central tendency which describe a sample or a group of individuals. They describe "what is and what happened". Descriptive survey research was intended to produce statistical information about aspects of education that interests policy makers and educators.

The target population was 200 respondents comprising of head teachers, teachers, learners, parents and stakeholders of ECDE and primary schools within Nandi County, Kenya. Stratified Simple random sampling was used to select five schools out of sixty two schools; this ensured equitable representation of the population in the sample hence, subgroups were proportionately represented. Purposive sampling was used to select all the head teachers to participate in the study while random sampling was used to select the rest of the respondents.

The study used questionnaires, observation checklist and interviews. The data collected was analyzed using descriptive statistical techniques which included percentages, frequencies and tables. The data collected for the purpose of the study was adopted and coded for completeness and accuracy. Method of data presentation included use of frequency tables, modes and percentages.

5. Data interpretation

The data comprised basically descriptive statistics which were frequency and percentages on the state of Creative art and drama in the teaching of ECDE and the role of Creative art and drama in Teaching at ECDE and lower primary schools at Nandi County, Kenya.

6. Findings

6.1 Demographic information about respondents

The information on respondents involved in the study was sought so as to determine the level of awareness on

the values that integration of creative art and drama has in teaching at both ECDE and primary schools.

Table 1: Respondents (n=80)

Respondents	Frequency	Percentages
Head teachers	05	5
Teachers	24	30
Pupils	32	40
Parents	12	15
Stake holders	08	10

Out of the 80 respondents, 5% were head teachers 30% were teachers, 40% were learners, 15% were parents and 10% were stakeholders, from five ECDE and Primary schools in Nandi County.

5.2 Views by head teachers on integration of Creative art and drama in ECDE and lower primary school

Table 2: Head teachers (n=5)

Items	Frequency	Percentages
C.A.D is important in enhancing learning	4	80
Non prominence of CAD in schools yields poor performance	3	75
Integration of CAD in the teaching at ECDE and lower primary enhances good performance in schools	5	100
Creation of CAD department is crucial in enhancing teaching/learning	4	80
Training of teachers of ECDE/ Primary and CAD on integration crucial for better performance in schools	5	100

In view of the responses as given by the head teachers, it was found that 80% of them agree that Creative art and drama is important in enhancing the teaching of ECDE and lower primary learning while 2% disagreed, 75% of them agreed.

5.3 Views of the teachers on integration of Creative art and drama in the teaching ECDE and lower primary school

Table 3: Teachers (n=24)

Items	Frequency	Percentages
CAD is important in enhancing ECDE/ primary learning	18	75
Non prominence of CAD in schools yields poor performance	20	83
Integration of CAD in the teaching ECDE/primary enhances good performance in schools	22	93
Creation of CAD department is crucial in enhancing the teaching/learning	20	83
Training of teachers of ECDE/ Primary and CAD on integration is crucial for better performance in schools	24	100

In view of the above findings, 75% of the teachers agreed that Creative art and drama is important in Enhancing the teaching in ECDE/Primary school 83% observed that non prominence of Creative art and drama yielded poor performance in exams 93% behaved that integration of Creative art and drama in the teaching in ECDE/Primary school enhances good performance in other primary school subjects., 83% of the teachers were of the view that creation of CAD department in ECDE/Primary school is crucial enhancing in the teaching in ECDE/Primary school while 100% of the teachers agreed that training of teachers on integration could enhance good performance.

5.4 Views of the learners on integration of Creative art and drama in the teaching ECDE and primary school

Table 4: Learners (n=32)

Items	Frequency	Percentages
C.A.D is important in enhancing ECDE/ primary learning	20	63
Non prominence of CAD in schools yields poor performance	15	47
Integration of CAD in the teaching/learning enhances good performance	20	63
Creation of CAD department is crucial in enhancing the teaching/learning	12	37
Training of teachers of ECDE/ Primary and CAD on integration crucial for better performance in schools	16	50

According to the learners, 63% supported the importance of CAD in enhancing the teaching in ECDE/Primary school, 47% agreed that non emphasis of CAD in their schools yielded poor performance in subjects, 63 agreed on the integration of CAD in ECDE/Primary school as a remedy for better performance in subject areas 37% supported the creation of the department of CAD in their schools and 50% behaved the training of creative art and drama teachers on integration for better performance.

5.5 Views of the parents on integration of Creative art and drama in the teaching ECDE and primary school

Table 5: Parents (n=12)

Items	Frequency	Percentages
C.A.D is important in enhancing ECDE/ primary learning	7	58
Non prominence of CAD in ECDE and primary schools yields poor performance	6	50
Integration of CAD in the teaching/learning enhances good performance	10	83
Creation of CAD department is crucial in enhancing Teaching/learning	07	58
Training of teachers of ECDE/ Primary and CAD on integration crucial for better performance in schools	11	93

From the above table, 58% of the parents agreed that CAD is important in the teaching in ECDE/Primary school 50% believed that non prominence of CAD yielded poor performance in Subject areas. Integration of CAD in the teaching in ECDE/Primary school was supported by 83% of the parents mean while 58% agreed on the creation of CAD department and 93% strongly behaved that training of teachers of CAD on integration is important for better performance of the subject.

5.6 Views of the stake holders on integration of Creative art and drama in the teaching ECDE and primary school

Table 6: Stakeholders (n=08)

Items	Frequency	Percentages
C.A.D is important in enhancing ECDE/ primary learning	6	75
Non prominence of CAD in schools yields poor performance in ECDE/ Primary schools	3	38
Integration of CAD in teaching at ECDE and primary enhances good performance	6	75
Creation of CAD department is crucial in enhancing teaching/ learning at ECDE/ primary	6	75
Training of teachers of ECDE/ Primary and CAD on integration crucial for better performance in schools	8	100

In view of the above findings, 75% of the stakeholder agreed that CAD is crucial in enhancing the teaching in ECDE/Primary school 38% behaved that non prominence of CAD in schools yielded poor performance, 75%

behaved that integration of the CAD in the teaching in ECDE/Primary school enhances good performance, 75% also agreed on the creation of CAD department for better performance and 100% of stakeholder supported the training of CAD teachers on integration for better performance.

7. Conclusion

Majority of the responses as discussed above agree that Creative art and drama is important in enhancing the teaching of ECDE and primary learning. The big challenge is that, Creative, art and drama has not been effectively addressed in terms of teaching, teaching resources, teachers' motivation and learners' involvement in learning in ECDE and primary schools in Nandi County, Kenya. Creative, art and drama as a discipline has not been given much room for teaching/learning, examination and practice though it has been placed In the Kenyan ECDE and Primary school curriculum thus giving negative impression to both the learners and the teachers. Thirdly, when it comes to employment Creative art and drama graduates finds it difficult to get easy access to employment and thus discouraging the learners, the teachers and the parents to invest in the subject.

8. Recommendation

The following recommendations deemed very appropriate for the study: ECDE and Primary school curriculum should integrate Creative Art and Drama in all subject areas, the government through the ministry of Education should ensure teaching/ learning and resources that cater for the subject should be provided to schools for both oral and practical sessions. Creative art and drama should be made an examinable subject both orally and written and finally, teachers training curriculum should include the integration of Creative art and drama to prepare the teachers to handle the subject effectively at both ECDE and primary school levels.

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